

After reading "The Bell of Atri" on the blue paper, answer questions 1-10.

1. Using the context clues in the following sentence, what is the meaning of the word "borne"?

His best friend through all that time had been his horse—a strong, noble steed that had *borne* him safe through many a danger.

- A. dragged
- B. carried
- C. thrown
- D. pushed

2. What changed in the town of Atri once the bell was hung?

- A. The townspeople seldom rang the bell.
- B. The townspeople behaved justly to one another.
- C. The townspeople had to replace the rope frequently.
- D. The townspeople were able to have their wrongs righted.

3. What causes the knight to neglect his duty to his horse?

- A. his love for gold
- B. his loss of income
- C. his plans for the future
- D. his failing memory of the past

4. How did the knight change after he retired from riding and fighting?

- A. from noble to miserly
- B. from brave to cowardly
- C. from selfish to generous
- D. from warlike to peace-loving

5. What causes the horse to pull the vine that rings the bell?

- A. The horse is hungry.
- B. The horse wants justice.
- C. The horse hopes to attract attention.
- D. The horse wants the knight to be punished.

6. What is the most important difference between the king and the knight?

- A. The king is wealthy; the knight is poor.
- B. The king is powerful; the knight is weak.
- C. The king values justice; the knight values wealth.
- D. The king admires horses; the knight dislikes his horse.

7. What is the main idea of the story?

- A. Everyone should be treated fairly.
- B. Justice is only for the rich.
- C. Animal cruelty should never be tolerated.
- D. Every town should have a ruler to enforce justice.

8. What is the point of view in this story?

- A. First-person point of view
- B. Third-person limited point of view
- C. Third-person omniscient point of view
- D. Second person point of view

9. Read the sentences below.

Someone	has done	me wrong!
Someone	has done	me wrong!
Oh! come	and judge	my case!

Why did the author write these sentences this way?

- A. to make them sound like a bell ringing
- B. so the reader would read them carefully
- C. to make them look attractive on the page
- D. so the reader would understand them better

10. Which of the following is an *opinion*?

- A. The horse was neglected by its master.
- B. When the horse went to the market, it went there to ring the bell.
- C. When the horse wandered into the market, no one was there.
- D. The horse was lazy.



After reading "The Calculating Countess" on the green paper, answer questions 11- 15.

11. Look at the four definitions of "calculating" below. Using information from the article, choose the two definitions that show the play on words used in the title.

1. clever
2. solving a problem
3. estimating a response
4. scheming

- A. definitions 1 and 2
B. definitions 2 and 3
C. definitions 3 and 4
D. definitions 1 and 4

12. Who was Ada Byron's father?

- A. Lord William King Lovelace
B. Charles Babbage
C. Lord Byron
D. King Charles

13. Read this sentence from the article: Ada once said, "I hope before I die to throw some light on some of the dark things of the world."

What is the meaning of the phrase "to throw some light"?

- A. bestow an honor
B. develop a new process
C. create a new language
D. discover a solution

14. In which of these books would someone MOST LIKELY find more information about Babbage's Analytical Engine?

- A. *The Software of the Computer Industry*
B. *A History of Computers*
C. *Computers of the Twenty-First Century*
D. *Basic Programming for Classrooms*

15. The author MOST LIKELY wants readers to understand which of the following?

- A. Machines can make everyday work faster and easier.
B. Inventors sometimes create things long before they become useful.
C. Women in the nineteenth century had few employment options.
D. Children in the nineteenth century engaged in many outdoor activities.



After reading "I Wandered Lonely as a Cloud" on the yellow paper, answer questions 16-23.

16. In line 12 of the poem, the phrase "Tossing their heads in sprightly dance" is an example of

- A. personification
B. simile
C. metaphor
D. hyperbole

17. In line 16, what does the word "jocund" most likely mean?

- A. gloomy
B. thoughtful
C. happy
D. rhythmic

18. What is the meaning of lines 17 and 18?

- A. The narrator became wealthy by selling paintings of daffodils.
B. The narrator did not realize what joy the daffodils could give him.
C. The narrator did not think much of the "show" of the daffodils.
D. The narrator was very impressed with their sparkling waves.

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19. The rhyme scheme of this poem is

- A. aabbcc
- B. ababcc
- C. abcabc
- D. abbacc

20. The point of view in this poem is best described as

- A. First-person point of view
- B. Third-person limited point of view
- C. Third-person omniscient point of view
- D. Second person point of view

21. Which question does stanza 2 answer?

- A. How many daffodils did the narrator see?
- B. How many stars did the narrator see?
- C. What were the stars doing?
- D. Why does the narrator compare himself to a cloud?

22. Look at this dictionary entry.

bay *n.* 1. A deep, prolonged bark, such as the sound made by hounds.
n. 2. The position of one cornered by pursuers and forced to turn and fight at close quarters
n. 3. An area of land, such as an arm of prairie partially enclosed by woodland, that resembles in shape or formation a partially enclosed body of water.
n. 4. A section or compartment, as in a service station, barn, or aircraft, that is set off for a specific purpose


Which set of meanings from the dictionary entry is closest to the meaning of the word “bay” in line 10 of the poem?

- A. 1
- B. 2
- C. 3
- D. 4

23. The literary technique used in the title of this poem is

- A. metaphor
- B. personification
- C. simile
- D. onomatopoeia

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Read the following passage from the short story “Thank You, M’am” by Langston Hughes and answer the questions that follow.

Sweat popped out on the boy’s face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear the other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, “What is your name?”

“Roger,” answered the boy.

“Then, Roger, you go to that sink and wash your face,” said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and *went to the sink*.

“Let the water run until it gets warm,” she said. “Here’s a clean towel.”

“You gonna take me to jail?” asked the boy, bending over the sink.

“Not with that face, I would not take you nowhere,” said the woman. “Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe you ain’t been to your supper either, late as it be. Have you?”

“There’s nobody home at my house,” said the boy.

“Then we’ll eat,” said the woman. “I believe you’re hungry—or been hungry—to try to snatch my pocketbook!”

“I wanted a pair of blue suede shoes,” said the boy.

“Well, you didn’t have to snatch *my* pocketbook to get some suede shoes,” said Mrs. Luella Bates Washington Jones. “You could of asked me.”

“M’am?”

24. Where does Mrs. Jones live?

- A. By herself in a single-story house
- B. With a roommate in an apartment
- C. In a rooming house with other people
- D. In a mansion on Park Avenue

25. What reason does Roger give for not having eaten supper?

- A. He was busy trying to find blue suede shoes.
- B. There is nobody home at his house.
- C. His mother had forgotten to go to the grocery store.
- D. His family was waiting for the pizza delivery person to show up.


26. Mrs. Jones uses all of the following in her speech EXCEPT:

- A. dialect
- B. humor
- C. personification
- D. commands

27. Identify the conflict in the passage from “Thank You, M’am.”

- A. person vs. person
- B. person vs. society
- C. person vs. self
- D. person vs. nature

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Read the following passage from the radio drama “The Hitchhiker” by Lucille Fletcher and answer the questions that follow.

Adams: Let me explain about his appearance before I go on. I repeat. There was nothing sinister about him. He was as drab as a mud fence. Nor was his attitude menacing. He merely stood there, waiting, almost drooping a little, the cheap overnight bag in his hand. He looked as though he had been waiting there for hours. Then he looked up. He hailed me. He started to walk forward.

Voice: (*far off*). Hall-ooo....Hall-ooo...

Adams: I had stopped the car, of course, for the detour. And for a few moments, I couldn't seem to find the new road. I knew he must be thinking that I had stopped for him.

Voice: (*closer*). Hall-ooo....Hallll...ooo...

Sound (gears jamming...sound of motor turning over hard...nervous accelerator)

Voice: Halll...oooo....

Adams: (*panicky*). No. Not just now. Sorry....

Voice: (*closer*). Going to California?

Sound (starter starting...gears jamming)

Adams: (*as though sweating blood*). No. Not today. The other way. Going to New York.

Sorry...sorry....

Sound (Car starts with squeal of wheels on dirt...into auto hum.)

Adams: After I got the car back onto the road again, I felt like a fool. Yet the thought of picking him up, of having him sit beside me, was somehow unbearable. Yet, at the same time, I felt, more than ever, unspeakably alone.

Sound (auto hum up)

Adams: Hour after hour went by. The fields, the towns ticked off, one by one. The lights changed. I knew now that I would see him again. And though I dreaded the sight, I caught myself searching the side of the road, waiting for him to appear.

Adams: I got into the car again and drove on slowly. I was beginning to hate the car. If I could have found a place to stop...to rest a little. But I was in the Ozark Mountains of Missouri now. The few resort places there were closed. Only an occasional log cabin broke the monotony of the wild, wooded landscape. I *had* seen him at that roadside stand; I knew I would see him again—perhaps at the next turn of the road. I knew that when I saw him next, I would run him down....

Adams: I had stopped the car at a sleepy little junction just across the border into Oklahoma—to let a train pass by—when he appeared, across the tracks, leaning against a telephone pole.

Sound (distant sound of train chugging...bell ringing steadily)

Adams (*very tense*). It was a perfectly airless, dry day. The red clay of Oklahoma was baking under the southwestern sun. Yet there were spots of fresh rain on his shoulders. I couldn't stand that. Without thinking, blindly, I started the car across the tracks.

Adams: The train was coming closer. I could hear its bell ringing and the cry of its whistle. Still he stood there. And now—I knew that he was beckoning—beckoning me to my death.

28. Which of the following events comes FIRST?

- A. Adams heard the distant sound of a train.
- B. Adams stopped the car for a detour.
- C. Adams heard a voice call, "Hall-ooo..."
- D. Adams lied about the direction in which he is traveling.

29. Why did Adams start driving the car across the railroad tracks even though a train was coming?

- A. He wanted to prove how fast his car could go.
- B. He wanted to hit the hitchhiker on the other side of the tracks.
- C. He was frightened of the hitchhiker, so he needed to get away as fast as he could.
- D. He was afraid of running out of gas while he waited for the train to pass.

30. The writer of this play dropped stronger and stronger hints that the innocent-looking fellow on the road would bring an unusual end to Adams' story. This literary technique is called

- A. foreshadowing.
- B. conflict.
- C. flashback.
- D. mood.

31. The mood of this passage can best be described as

- A. suspenseful.
- B. exciting.
- C. happy.
- D. persuasive.

32. The main conflict in this play could be described as any of the following EXCEPT

- A. between Adams and the hitchhiker
- B. between Adams and himself—his fear of death
- C. between Adams and himself—his struggle with insanity
- D. between Adams and the dry, hot Oklahoma weather

The following passages need some help. Read the passages and choose the best option for revision.

I am physically challenged. I was born with cerebral palsy. I have been attending public schools since I was six years old.

33. Which is the best option for revision of the above passage?

- A. I am physically challenged. Being born with cerebral palsy, I have been attending public schools since I was six years old.
- B. I am physically challenged. Because I have been attending public schools since I was six years old, I was born with cerebral palsy.
- C. I am physically challenged. Although I was born with cerebral palsy, I have been attending public schools since I was six years old.

The settlers of the new land was farther from home than theyd ever been before and they faced many challenges.

34. Which is the best option for revision of the above passage?


- A. The settlers of the new land were farther from home than theyd ever been before, and they faced many challenges.
- B. The settlers of the new land were farther from home than they'd ever been before, and they faced many challenges.
- C. The settlers of the new land was farther from home than they'd ever been before and they faced many challenges.

Many in this early group of settlers was in search of freedom opportunities and equal rights not gave to them in Europe.

35. What is the best option for revision of the above passage?

- A. Many in this early group of settlers was in search of freedom, opportunities and equal rights not given to them in Europe.
- B. Many in this early group of settlers was in search of freedom and opportunities and equal rights not given to them in Europe.
- C. Many in this early group of settlers were in search of freedom, opportunities, and equal rights not given to them in Europe.

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Touching the Skirts of Heaven

By Mary Moore

³⁶_____ the early pioneers were running away from something (debts, ruined reputations, family problems) or seeking something (land, wealth, adventure), the enormous open spaces beyond the missouri river offered them their best chance at a brand new life. ³⁷

By the middle of the 19th century much of the fertile land east of the Missouri had already been claimed. The gold miners and railroad workers made their way westward to the mountains or Pacific coast but land-hungry pioneers looked toward the newly opened Kansas and Nebraska Territories. ³⁸

The Homestead Act of 1862 spurred western settlement dramatically. To those who crossed the prairies empty-handed it must have seemed like a dream come true: 160 “free” acres for any settler who put up a dwelling, and invested five continuous years developing the property. ³⁹

Germans, Irish, Scandinavians, and others came in droves to take advantage of the land offer. Wagon trains, railroads, and steamers ferried homesteaders to the massive grassy expanses of the Plains frontier. ⁴⁰

Few pioneers were prepared for their first views of the great plains, which seemed to stretch out forever. The famous 19th-century writer Robert Louis Stevenson declared, “It was a world almost without a feature; an empty sky, an empty earth; front and back, the line of railway stretches from horizon to horizon, like a cue across a billiard-board; on either hand the green plain ran till it touched the skirts of heaven.” ⁴¹

36. A. whether
B. Weather
C. Whether
37. A. Missouri river
B. Missouri River
C. missouri River
38. A. century; much
B. century. Much
C. century, much
39. A. coast, but
B. Coast, but
C. coast; but
40. A. empty-handed; it
B. empty-handed. It
C. empty-handed, it
41. A. dwelling and
B. dwelling; and
C. dwelling. And
42. A. Great plains
B. Great Plains
C. great Plains
43. A. Railway stretched
B. railway, stretched
C. railway stretched
44. A. hand; the
B. hand. The
C. hand, the

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Grasses that had been saddle-high on the prairie diminishes⁴⁵ to waist or knee-length as a traveler approached the true plains; along with the wildflowers, they created a vivid and richly textured carpet over some of the most fertile soil in the world.

Landmarks were few there⁴⁶ might be some chalky bluffs alongside the rivers, or a rare outcropping of rock, but even trees were unusual on the arid grass-choked plains⁴⁷. A cottonwood stand was a welcome sight on the horizon, signaling a nearby source of water.

Stevenson also noted the sheer noisiness of the grasshoppers, whose “incessant chirp” sounded over his locomotive like “the winding up of countless clocks and watches.” To him and others, the Great Plains seemed as overwhelming as the sea. Without trees or buildings to break it’s force⁴⁸, the wind drove some of the settlers half-mad.

As white Europeans came, they grabbed up lands previously set aside for Native Americans. Treaties were broken with impunity. The anger of the Indians grew, until it⁴⁹ exploded in 1864, with the Sioux and Cheyenne tribes staging a violent uprising that closed over 400 miles of the Oregon Trail for several weeks. But the pioneers kept coming and as they came they⁵⁰ claimed the grazing land of the buffalo, so key to the Plains Indians’ survival.

45. A. diminished
B. had diminishes
C. was diminishing
46. A. few. There
B. few; their
C. few and there
47. A. arid, grass, choked plains
B. arid, grass-choked plains
C. arid, grass-choked Plains
48. A. its force,
B. it’s Force,
C. its Force,
49. A. Indians’ grew until it
B. Indians grew until it
C. Indians grew until they
50. A. came. They
B. came; they
C. came, they

Read the following piece in order to answer questions 11-15.

The Calculating Countess

Cyberkids everywhere have Ada Byron Lovelace to thank when they log on to their computers. Lady Lovelace, a Victorian countess, was the first computer programmer. She wrote the very first computer language over one hundred and fifty years ago—an amazing feat, considering that computers had not yet been built.

Ada Byron was born in London, England, on December 10, 1815, to the famous poet Lord Byron, and his wife, Lady Byron. Growing up, Ada enjoyed dancing, gymnastics, horseback riding, and playing musical instruments—all common pastimes for girls of her day. Ada had another interest, however, that was not so common. Machines fascinated her; she loved figuring out what made them work.

As a teenager, Ada became very ill and was bedridden for almost three years. Although this sounds like a terrible tragedy, Ada used this time to her advantage. Rather than feeling sorry for herself and becoming bored, Ada studied instead. Her mother hired mathematicians and scientists to tutor her. Thus began her lifelong love of mathematics.

Years later, Ada married Lord William King Lovelace. They had three children together, but Ada did not give up her love of math and science. With the support of her family, she became a mathematician, a career frowned upon for women by nineteenth-century society.

Ada's work was greatly influenced by Charles Babbage, an inventor. His proposed Analytical Engine captured Ada's interest. It was to have weighed two tons and be composed of gears, cranks, and rods. Like today's computer, it was intended to store a program (a sequence of instructions) as well as data (information). Unfortunately, it was never built. That, however, did not stop Lady Lovelace from creating a language that would have made the Analytical Engine work.

She thought that numbers and other symbols, such as letters of the alphabet, could be "coded" as numerical data that the machine would then be able to read and process as written material. Ada wrote a plan describing how the Analytical Engine might calculate certain numbers. This

plan is thought of as the first "computer program," an important advancement, since modern computers rely on programming (instructions telling the machine what the user wants).

Ada Byron Lovelace was far ahead of her time. Not only did she come up with basic programming concepts, she also predicted the machine's future uses. She thought that someday it could be used to make music and draw pictures. Although it took more than a century for her predictions to come true, today's computers do indeed do both.

In 1979, to honor her memory and contributions, the United States Department of Defense commissioned a new software language and named it ADA. Based on the computer language PASCAL, it was designed to be efficient, yet easy to use.

Ada once said, "I hope before I die to throw light on some of the dark things of the world." As an early pioneer in a technology that has affected millions of people, Ada certainly achieved that and much more.

Read the following piece in order to answer questions 1 through 10.

The Bell of Atri

Retold by James Baldwin

This old story reminds us that justice comes from people living up to their obligations toward one another.

Atri is the name of a little town in Italy. It is a very old town and is built halfway up the side of a steep hill.

A long time ago, the King of Atri bought a fine large bell and had it hung up in a tower in the marketplace. A long rope that reached almost to the ground was fastened to the bell. The smallest child could ring the bell by pulling upon this rope.

"It is the bell of justice," said the King.

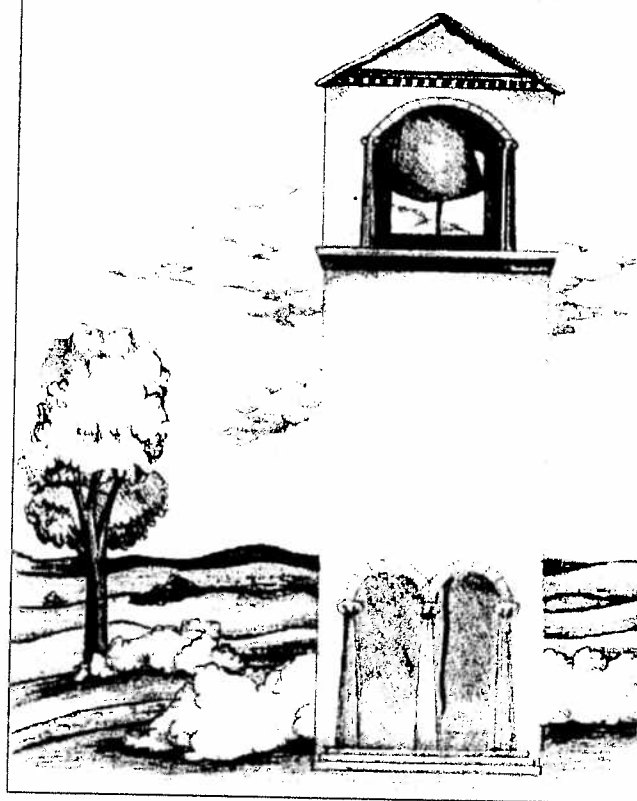
When at last everything was ready, the people of Atri had a great holiday. All the men and women and children came down to the marketplace to look at the bell of justice. It was a very pretty bell and was polished until it looked almost as bright and yellow as the sun.

"How we should like to hear it ring!" they said. Then the King came down the street. "Perhaps he will ring it," said the people. And everybody stood very still and waited to see what he would do.

But he did not ring the bell. He did not even take the rope in his hands. When he came to the foot of the tower, he stopped, and raised his hand.

"My people," he said, "do you see this beautiful bell? It is your bell. But it must never be rung except in case of need. If any one of you is wronged at any time, you may come and ring the bell. And then the judges shall come together at once and hear your case and give you justice. Rich and poor, old and young, all alike may come. But no one must touch the rope unless you know that you have been wronged."

Many years passed by after this. Many times did the bell in the marketplace ring out to call the judges together. Many wrongs were righted, many ill-doers were punished. At last the rope was almost worn out. The lower part of it was untwisted; some of the strands were broken; it became so short that only someone tall could reach it.



"This will never do," said the judges one day. "What if a child should be wronged? The child could not ring the bell to let us know it."

They gave orders that a new rope should be put upon the bell at once—a rope that should hang down to the ground so that the smallest child could reach it. But there was not a rope to be found in all Atri. They would have to send across the mountains for one, and it would be many days before it could be brought. What if some great wrong should be done before it came? How could the judges know about it if the injured one could not reach the old rope?

"Let me fix it for you," said a man who stood by.

He ran into his garden, which was not far away, and soon came back with a long grapevine in his hands.

"This will do for a rope," he said.

And he climbed up and fastened it to the bell. The slender vine, with its leaves and tendrils¹ still upon it, trailed to the ground.

¹ tendrils: long, curling parts of a stem

"Yes," said the judges, "it is a very good rope. Let it be as it is."

Now, on the hillside above the village, there lived a man who had once been a brave knight. In his youth he had ridden through many lands, and he had fought in many a battle. His best friend through all that time had been his horse—a strong, noble steed that had borne him safe through many a danger.

But the knight, when he grew older, cared no more to ride into battle; he cared no more to do brave deeds; he thought of nothing but gold; he became a miser.² At last he sold all that he had, except his horse, and went to live in a little hut on the hillside. Day after day he sat among his moneybags and planned how he might get more gold. And day after day his horse stood in his bare stall, hungry and shivering with cold.

"What is the use of keeping that lazy steed?" said the miser to himself one morning. "Every week it costs me more to keep him than he is worth. I might sell him, but there is no one who wants him. I cannot even give him away. I will turn him out to shift for himself and pick grass by the roadside."

So the brave old horse was turned out to find what he could among the rocks on the barren hillside. Lamé and sick, he strolled along the dusty roads, glad to find a blade of grass or a thistle. The dogs barked at him, and in all the world there was no one to pity him.

One hot afternoon, when no one was upon the street, the horse chanced to wander into the marketplace. Not a man nor child was there, for the heat of the sun had driven them all indoors. The gates were wide open; the poor beast could roam where he pleased. He saw the grapevine rope that hung from the bell of justice. The leaves and tendrils upon it were still fresh and green, for it had not been there long. What a fine dinner they would be for a hungry horse!

He stretched his thin neck and took one of the tempting morsels in his mouth. It was hard to break it from the vine. He pulled at it, and the great bell above him began to ring. All the people in Atri heard it. It seemed to say:

Someone has done me wrong!
Someone has done me wrong!
Oh! come and judge my case!
Oh! come and judge my case!
For I've been wronged!

The judges heard it. They put on their robes and went out through the hot streets to the marketplace. They wondered who it could be who would ring the bell at such a time. When they passed through the gate, they saw the old horse nibbling at the vine.

"Ha!" cried one, "It is the miser's steed. He has come to call for justice. For his master, as everybody knows, has treated him most shamefully."

"He pleads his cause as well as any animal can," said another.

"And he shall have justice!" said the third.

Meanwhile a crowd of men and women and children had come into the marketplace, eager to learn what case the judges were about to try. When they saw the horse, all stood still in wonder. Then everyone was ready to tell how they had seen him wandering on the hills, unfed, uncared for, while his master sat at home counting his bags of gold.

"Go bring the miser before us," said the judges.

And when he came, they bade him stand and hear their judgment.

"This horse has served you well for many a year," they said. "He has saved you from many a peril. He has helped you gain your wealth. Therefore we order that one half of all your gold shall be set aside to buy him shelter and food, a green pasture where he may graze, and a warm stall to comfort him in his old age."

The miser hung his head and grieved to lose his gold. But the people shouted with joy, and the horse was led away to his new stall and a dinner such as he had not had in many a day.

Adaptation of "The Bell of Atri" retold by James Baldwin from *The Book of Virtues for Young People*, William J. Bennett, editor, copyright 1996 by William J. Bennett.

² miser: a stingy person

Read the following piece in order to answer questions 16-23.

**I WANDERED LONELY
AS A CLOUD**

by William Wordsworth

I wandered lonely as a cloud ,
That floats on high o'er vales and hills,~
When all at once I saw a crowd, ,
A host, of golden daffodils;~
5 Beside the lake, beneath the trees,
Fluttering and dancing in the breeze. "

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
10 Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
15 A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
20 In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

